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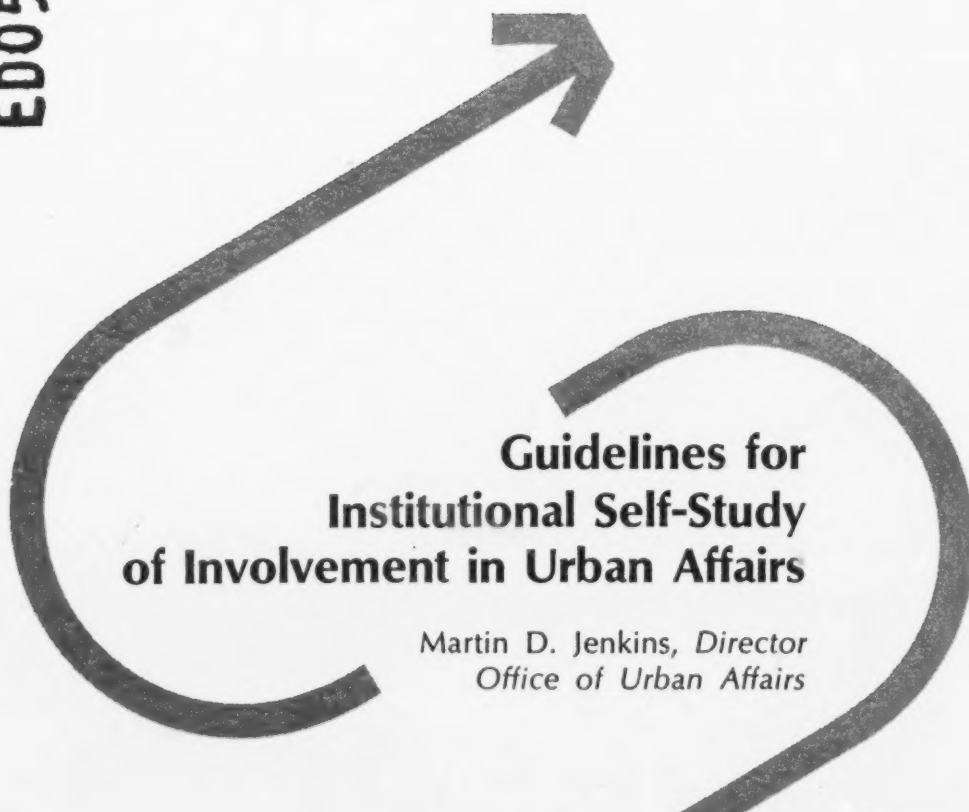
AUTHOR Jenkins, Martin D.
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ABSTRACT

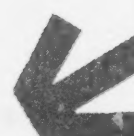
These guidelines were prepared to encourage and assist colleges and universities in giving systematic thought to the dimensions of their involvement in community and area affairs. They are intended to provide the basis for in-depth analyses to be conducted by individual institutions. Various aspects of urban involvement are defined, some of the major questions are identified and examples are cited of current programs. A checklist summarizing the areas which institutions must consider is included. It covers: institutional and program objectives, organization and administration, curriculum and instruction, community involvement, the role of the institution as a corporation, research, facilities, and costs. (JS)

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Guidelines for Institutional Self-Study of Involvement in Urban Affairs

Martin D. Jenkins, *Director*
Office of Urban Affairs



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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OFFICE OF URBAN AFFAIRS
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FOREWORD

During the past few years, American colleges and universities have become increasingly sensitive to urban needs and have sought ways to help alleviate the problems of our cities and improve the quality of urban life. In recognition of this development, the American Council on Education obtained a grant from the Alfred P. Sloan Foundation to establish an Office of Urban Affairs, which began its activities in September 1970.

This statement of guidelines was prepared by Dr. Martin D. Jenkins, director of the Council's Office of Urban Affairs, to encourage and assist colleges and universities to give systematic thought to the dimensions of their involvement in community and area affairs. No attempt is made to indicate what an institution's program should be. It is assumed, rather, that the extent of involvement must be determined by each college or university in light of its objectives and resources. The Council endorses this approach.

I join Dr. Jenkins in the hope that our member colleges and universities will find the guidelines helpful as they examine their urban affairs programs. We hope, too, that institutions will keep us informed about the nature and extent of their institution's involvement in urban concerns.

LOGAN WILSON, *President*
American Council on Education

AMERICAN COUNCIL ON EDUCATION

Logan Wilson, *President*

The American Council on Education, founded in 1918, is a *council* of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Council's Office of Urban Affairs, supported by a grant from the Alfred P. Sloan Foundation, was established in 1970 to encourage and assist colleges and universities to relate their programs to urban needs.

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Guidelines for Institutional Self-Study of Involvement in Urban Affairs

THE DETERIORATION OF OUR CITIES CONSTITUTES ONE OF THE MOST serious domestic problems of our nation. Alleviation of basic urban problems will require massive effort by federal, state, and local governments and by a wide range of institutions and organizations. Certainly higher education, with its concentration of trained intelligence and other resources, has an important role in this process. All colleges and universities, especially those located in cities, have in some measure related their programs to the urban scene.

Every institution of higher education in the nation ought to give serious and formal consideration to its role in meeting urban needs. A desirable initial step in formulating or expanding an urban affairs program is to conduct an institutional self-study. Frequently, these programs are *ad hoc* conglomerations developed without an institutional point of view. The basic purposes of a self-study should be to establish a conceptual frame of reference for the institution's total urban involvement, and to formulate a viable urban affairs program both for the immediate future and for the years ahead.

APPROACHES TO A SELF-STUDY

The purpose of this statement of guidelines is to delineate elements of a procedure for institutional self-study of involvement in urban affairs. No recommendations are made about the scope of institutional programs. It is assumed, rather, that a college or university must define its own mission in light of its objectives and resources, and that this determination can best

be made by rational self-examination. The statement may also serve to increase the awareness of administrators and faculty members of the scope of urban-related programs and the need for institutional self-study.

This statement of guidelines defines the areas of urban involvement, points out some of the major questions to be resolved, and cites some examples of current institutional programs. It is intended only to provide a basis for the in-depth analyses which must be conducted by individual institutions.

Definitions

The term *urban* as used here includes both the central city and the adjacent suburbs. *Metropolitan* would be a more accurate designation than *urban*, since urban problems do not stop at the city line.

The *urban* institution of higher education is defined here as a college or university located in, or immediately adjacent to, a metropolitan area that (1) contains a central city or cities with an aggregate population of 50,000 or more (the federal definition of a "standard metropolitan statistical area"),¹ and (2) has developed explicit programs related to the urban environment.

The nonurban institution also should explore its urban involvement, inasmuch as an appreciable number of its students will live in urban areas and all of its students need to understand our urban culture.

The *urban affairs program* of a college or university relates to the institution's involvement in the entire range of urban problems: the disadvantaged, race relations, education, housing, employment, health services, legal services, law enforcement, city management, urban planning and design, transportation, ecology, preparation of students for urban occupations and for urban living. It is unlikely that any institution will involve itself in all these areas. Although all of these are urban problems, poverty and race are the core of the urban crisis. It is erroneous, however, to define an urban affairs program in terms of a single approach, such as programs for minority ethnic groups.

¹ See Bureau of the Budget, Executive Office of the President, *Standard Metropolitan Statistical Areas, 1967* (Washington: Government Printing Office, 1967), pp. vii, 1.

Planning the Study

There can be no standard format for institutional self-studies. The procedure for a particular college or university will depend upon its size, complexity of organization, power structure, available financial resources for the study, present extent of urban involvement, and, not least, its style—what is considered in the college community an appropriate way of effecting changes in the institutional programs.

The institution's chief executive officer must exercise appropriate leadership. In this connection, he should have a personal concern about the importance of examining the urban involvement of the institution; he must be aware of the institution's current urban program; he must have some knowledge of the urban affairs programs of other colleges and universities and the problems incident to these programs; and he must have a general preliminary idea, at least, of the scope of an urban-related program that would be desirable and possible in his institution. *In the absence of strong top-level leadership, it is unlikely that an effective urban program can be developed.*

A preliminary task is to establish a favorable campus climate for the study. How this is to be accomplished will depend in large measure on the chief executive's style and the current sensitivity of the college community to urban affairs. Among the techniques which may be useful are: informal conversations with key members of the faculty, the administration, and the student body; provision for general consideration of urban involvement by appropriate organizations such as the faculty, the senate, councils, departments, student organizations; invitations to speakers at various events to discuss urban problems; encouragement of urban organizations and agencies to request college services.

Inventory of Current Programs. It is probable that there is already considerable institutional involvement in urban affairs, and that there is a general lack of awareness of the extent of this involvement. An inventory of current programs and activities in the areas of instruction, research, and community service should be made and widely distributed in the institutional community.

The Call to Action. At an appropriate time, specific provision should be made for initiating the formal study. Preferably this step will be accomplished by a formal Call to Action by the chief executive officer. This statement, to be directed to all members of the college community, might well include the following elements: the national need for alleviating urban problems and for improving the quality of life in our cities; the responsibility, role, and opportunity of the institution in meeting this need; a general description of the self-study to be conducted; some of the anticipated outcomes; assignment of leadership roles; a target date for the completion of the study; an inspirational appeal for widespread participation by members of the college community.

Organization of the Study. Decisions will need to be made about the scope of the study, the key staff members and students to be involved in leadership roles, the participation of persons not members of the college community, the utilization of consultants,² the committees or task forces to be formed, the funds available to conduct the study, the nature of the final report. Where possible, methods of evaluating various aspects of the urban affairs program should be considered.

It is highly desirable that provision be made for inputs by city and suburban governmental agencies, school systems, the business community, minority groups, and private urban-oriented organizations such as the Urban Coalition and the Urban League.

In an unpublished memorandum, prepared by George Arnstein and Charles Mosmann for the American Council on Education, this provocative comment appears:

We see the urban emphasis as a valuable thing in itself, as a means of enriching the learning experiences of students, as a means of broadening the faculty, as a means of involving research in relevant urban and human problems, and as a resource to the community. At the same time we see this as an opportunity for academic reform, to seize on the urban crisis as a vehicle for encouraging colleges to shift from the lecture system to more active involvement, to review and update the curriculum, to

² The institution may decide to utilize outside consultants for some phases of the self-study. The American Council on Education's Office of Urban Affairs is prepared to assist institutions in finding consultants.

improve the reward structure so that urban activities will appeal to the faculty, and to stimulate action research so that it can more nearly hold its own against the prestige and rewards of "pure" research.

It is apparent that a thoroughgoing study of urban involvement may turn out to be a self-study of the total institutional program. In general, this scope should be avoided because of the expense, the controversies generated, and the doubtful outcomes of such broad-based studies.

It is strongly recommended, consequently, that the self-study of urban involvement be delimited at the outset and that resolution of many of the issues raised be deferred for later consideration. Further, initiation or continuance of aspects of the urban affairs program need not await the completion of the self-study.

ASPECTS OF URBAN INVOLVEMENT

Objectives

Examination of the urban role of the institution will involve review of institutional objectives and some of the assumptions underlying administrative and academic practices. Urban involvement should be considered in the context of the three commonly recognized major functions of institutions of higher education—instruction, research, and service.

Viewed broadly, an urban affairs program involves virtually every aspect of the institutional program: administration and organization, recruiting and admissions, curriculum, instruction, counseling, financial aid, student activities, cooperative relations with other colleges and organizations, research, community relations; the academic departments; the continuing education program; and most of the constituent schools and colleges such as medicine, law, theology, and architecture. Should concern with alleviating urban problems and improving the quality of urban life be one of the basic purposes of the institution? To what extent should this concern be reflected in the instruction, research, and service functions? To what extent, if any, should the

institution involve itself in changing basic social patterns? To what extent, if any, should the institution administer community service agencies?

There are currently a wide variety of responses to these questions. No college or university located in an urban area is entirely unresponsive to urban needs. A few colleges and universities, and probably a large majority of the two-year colleges, have adopted an urban thrust as a basic institutional purpose. Perhaps a majority of institutions of higher education, though, have developed aspects of urban affairs programs without formal consideration of the relationship of these programs to institutional objectives. Relating curricula and research to urban affairs is generally acceptable. Almost all colleges and universities, however, favor limiting their community services to "those things they can do best" and oppose politization of the institution.

Organization and Administration

The organization and administration of the urban affairs program should be given explicit consideration. What provision shall be made for top-level administrative direction and coordination of the urban involvement? Should separately organized institutes or centers for urban affairs be established or continued? If so, what should be their functions, and should they be regarded as only one aspect of the institution's urban thrust?

The administration of the urban affairs program will depend in large measure on the size of the institution and the scope of its total program. In large universities, there will be programs in schools and colleges as well as in separately organized institutes and centers. In small colleges, the urban affairs program will either be in a single administrative unit or be encompassed within the existing organization.

To provide coordination and direction, a number of institutions have appointed a vice-president for urban or community affairs. Others have made provision for assistants to the president, directors, directors of centers, and deans of urban affairs.

Some two hundred universities and a few colleges have organized separate centers or institutes concerned with urban affairs, variously named: Center for Urban Affairs, Bureau of Community Studies, Bureau of Public Affairs, Center for Urban

and Regional Studies, Institute of Metropolitan Studies, Public Administration Center, Social Research Center, Urban Law Program, Institute for Environmental Studies, Center for Urban and Minority Affairs. Less frequent are divisional organizations which encompass instruction, research, and service functions. A number of institutions have organized separate academic departments of urban studies.

Curricula

The organization of curricula to reflect an urban concern affords the institution almost unlimited opportunities for experimentation and innovation. To be considered here are undergraduate general education courses and urban-related courses and curricula at the undergraduate, graduate, and professional levels.

What provision should be made in the general education experiences to prepare students for effective citizenship in an urban culture? Should this provision be made by the organization of new courses, the incorporation of appropriate materials in existing courses, or both? To what extent should field experiences in the community and in urban agencies be considered as valid general education experiences? What urban courses should be included in existing major sequences such as teacher education, home economics, law, medicine? What professional curricula should be instituted, such as law enforcement, urban planning, public administration, and social welfare? How should the continuing education or extension program serve urban needs? What should be the nature of the compensatory education (remedial, developmental) offerings?

All colleges and universities have some undergraduate courses related to urban affairs. At a minimal level these are restricted to sociology and government. More extensive programs include courses with urban emphases in a wide range of departments, but these courses are seldom taken by more than a small minority of the student body. College students, almost all of whom are going to live in metropolitan areas, need to know about a wide range of urban problems, their causes and effects. With the general reduction in required courses, the question arises about how all undergraduates in the institution may ex-

perience such content. Some institutions have included content about the urban scene in required courses in the social sciences, the natural sciences, and the humanities.

There are numerous variations in ways of providing concentrated experience in urban affairs at the undergraduate level: major or minor sequences, the urban semester, the urban colloquium, and cooperative work-study programs. Increasingly, undergraduate curricula in teacher education, social work, health, and recreation provide some urban content, including field work and community participation courses for credit.

At the graduate and professional levels, an urban emphasis is inherent in social work, city planning, and public administration curricula. Some urban content is increasingly common in teacher education, business administration, law, medicine, and theology. Specially funded programs such as the Teacher Corps, the Volunteers in Service to America, law enforcement curricula, and urban internships have been widely utilized.

The continuing education program is widely utilized for meeting urban needs in general education, upgrading of employed persons, and preparing paraprofessionals. If this program is to be of maximum value to the disadvantaged, typical practices of requiring it to be financially self-supporting and of not providing financial aid for part-time students must be reviewed.

Widely used compensatory education procedures include tutorials; credit or noncredit courses in English, reading, and mathematics; educational skills centers; precollege programs; expanded counseling; and individualized instruction utilizing programmed instruction or other technology. In some institutions which have a large proportion of disadvantaged students, the total educational program is highly saturated with compensatory experiences for academic and personal development.

Institutions which, incorrectly, define their urban programs almost entirely in terms of blacks or other disadvantaged minorities, are likely to regard "black studies" courses and curricula as an aspect of their response to urban needs. It is recommended that courses and curricula directly related to ethnic minorities be considered within an academic context rather than as an aspect of urban concern.

Faculty Inventory

College and university urban involvement assumes that institutions have personnel with special competencies in urban affairs. This is frequently an assumption contrary to fact.

A faculty inventory should be conducted at the departmental level to identify those individuals with expertise in urban education, housing, management, etc. The inventory will probably reveal deficiencies in faculty resources. This information will provide a basis for future faculty and staff recruitment, and it may encourage some faculty members to acquire increased competency in urban affairs.

Consideration should be given to the feasibility of utilizing, on a full-time or part-time basis, individuals in the community with expertise in urban affairs—city officials, employees of business firms and community organizations, and community leaders—who may, or may not, meet existing criteria for faculty appointments. Also to be considered are joint faculty appointments involving both academic departments and centers within the institution and other institutions as well.

Community Service

Perhaps no other aspect of the institution's urban involvement will arouse as much controversy as participation in community affairs as a part of its service function. One important outcome of the self-study is to establish the limits of institutional participation. How can the dangers of politization be avoided? To what extent should community groups be involved in determining institutional policies and practices? Can or should the institution involve itself in changing societal practices and thus incur the risk of antagonizing established interests in the community? How should the continuing education or extension program be related to community needs? How can community service activities be related to instruction and research? How can constructive student participation be encouraged? A number of these issues will have been considered in connection with the review of institutional objectives.

The institution should define the communities it serves. In a geographical context, these include the neighborhood adjacent to the campus, the city, the metropolitan area, and in some in-

stances state and regional areas; in a functional context, these include business, professional, and minority groups.

There is a wide range of possible activities relating to the community. The institution should give consideration to the scope of its community involvement, including the extent to which it should operate community service centers; and it should decide what things, with its limited resources, it can do best.

Community service includes educational and cultural programs and technical services to groups and individuals. There are many examples of such services: conferences, seminars, and workshops relating to community problems; speakers bureaus; relations with neighborhood organizations, for example, to improve housing; assistance to groups in the preparation of grant proposals; neighborhood counseling and tutoring centers; "store-front" centers to house programs for the urban poor; athletic and recreational programs; cultural programs—music, art, literature, drama, dance; health centers; legal services centers; health services centers; community design; political education; small business services; structured and nonstructured adult education courses; educational and cultural television and radio programs.

Accommodation of the Disadvantaged, the Blacks, and the Urban Poor

The major and most pervasive problems faced by urban institutions arise from the need to adapt and develop programs to accommodate the urban poor, the blacks, and other minority ethnic groups. Many aspects of the total institutional program are affected: objectives, governance, recruitment, admissions, financial aid, counseling, placement, student social relations, compensatory education, ethnic studies, employment and promotion practices, community relations, the institution as a corporation. Not all of these are urban problems, but they are all problems of urban institutions which require study and resolution.

Some of these problems are referred to in other sections of these guidelines. Others, that are of deep concern to blacks, should be recognized. Should the faculty, administration, and staff include more than a token number of blacks? Should institutional practices, usually deep-seated, which reflect racism be identified and eliminated? Should the demands of blacks for

sharing in decision making at all levels be met? How shall the institution meet demands by different groups of blacks for racial integration or racial separatism? How can the antagonisms of white groups on campus and in the community be alleviated?

Research

Since research projects are usually designed by individual faculty members, it is unlikely that specific topics will be defined by the self-study. Nevertheless, institutional policies regarding research should be considered. Should the institution encourage and support research for and about the business community, minority groups, city and county governments, and about general urban problems such as transportation, ecology, crime and law enforcement, urban design? How can research results be made available to policy-makers? How can a climate favorable to urban research be developed? How can the most able faculty and staff members be encouraged to devote their attention to creative solutions of urban problems? How can faculty members and departments be encouraged to develop a concern about practical problems of poverty areas? How can urban applied research be made "respectable"? How can the essential interdisciplinary and interdepartmental cooperation be secured? Should research relationships with other colleges and universities and with public and private social agencies be developed? How can the faculty rewards system—specifically, the role of research in faculty promotions in rank and salary—accommodate investigations of urban problems? Should urban research be largely centered in an urban affairs center? To what extent should institutional research funds be used to encourage urban research?

The feasibility of participating in the many categorical federal programs to help colleges and universities meet urban needs should be explored. These programs, some of which are administered by state and city agencies, cover the entire range of urban problems: community affairs, housing, health services, legal services, law enforcement, urban planning, development of small businesses, nutrition, consumer education, transportation, environmental pollution, manpower development, narcotics and drug abuse, the arts, counseling and guidance, and numerous types of educational programs. Although few of these programs

are adequately funded, they have enabled hundreds of colleges and universities to initiate or expand their urban involvement through research, community service, and instruction.³ In this connection, institutional provision for centralized responsibility for securing and disseminating information about federal, foundation, and other grants for urban programs should be examined.

Cooperative Relationships with Institutions, Agencies, and Organizations

Possible and desirable relationships with other institutions of higher education, nonacademic organizations, and city government agencies should be explored.

Logically, institutions of higher education within a given urban area ought to be able to pool their resources to conduct urban affairs programs. A number of consortia have been organized for this specific purpose, the most notable being the ten Urban Observatory centers. To what extent can the institution develop cooperative relationships with other colleges and universities for cooperation in the areas of curriculum, instruction, research, community service, and facilities? Would the organization of a formal consortium be feasible and desirable?

What cooperative relationships can be established with such nonacademic organizations as the local Urban Coalition, the Urban League, the Chamber of Commerce, the League of Women Voters, the National Conference of Christians and Jews, and other community groups?

It is especially important that the institution examine possible relationships with city and county governments. What contributions can the institution make to mayors and county executives and their agency heads in such areas as administration and management, welfare, transportation, etc.? What joint programs should be developed with public and parochial school systems?

Institutions which are members of state-wide public systems

³ See *A Guide to Federal Funds for Urban Programs at Colleges and Universities*, produced by the American Association of State Colleges and Universities and the American Council on Education, Office of Urban Affairs, 1971, 99 pp. Available at \$3.00 per copy from the AASCU, One Dupont Circle, Washington, D.C. 20036.

of higher education should explore the desirability of having one or more institutions in the system designated to emphasize urban involvement.

The College or University as a Corporation

The policies and practices of the institution as a corporate entity and in its business functions should be examined. Does the institution have an "equal opportunity" employment policy for nonfaculty personnel? What provisions are made to assure that blacks and other ethnic minorities are employed and promoted on more than a token basis? Does the institution in its purchasing and financial practices utilize and support black and other ethnic minority businesses? To what extent does the institution consider community interests in making provision for the off-campus housing of students, faculty, and staff? To what extent does campus planning and campus expansion take into account the utilization of the campus by the adjacent community? Have fiscal and tax relations to the city and the utilization of such city services as police, fire protection, and garbage disposal been rationalized? Have studies been made to show both the economic benefits⁴ and social benefits of the institution to the city? Is there an explicit program to develop and maintain harmonious relations with the immediate community and with the city?

Facilities

Provision must be made for facilities to accommodate the several aspects of the urban affairs program, both on campus and off campus. What on-campus space will be required for present and future programs? What satellite centers, if any, should be provided for extension, community service, instruction, and research programs? What are the needs for library and educational media materials?

Provision for physical facilities is likely to reflect the importance the institution places on the urban affairs program. A number of colleges and universities currently provide fairly adequate facilities, and others are planning extensive enlargements.

⁴ In this connection, see John Caffrey and Herbert H. Isaacs, *Estimating the Impact of a College or University on the Local Economy* (Washington: American Council on Education, 1971), 73 pp., \$3.00.

More typical, though, is the assignment of limited space in undesirable locations. Some institutions have established "store-front" and other centers in underprivileged neighborhoods, and others utilize a wide variety of off-campus centers for their extension and teacher education programs.

Finance

Many aspects of an urban affairs program can be undertaken at little cost. Significant urban involvement, though, will require substantial funding.

As the elements of a desirable urban affairs program are determined, the costs should be estimated and the sources of funds designated. The theoretical sequence is: What should the programs be? What will the programs cost? What are the sources of funds? As any experienced administrator knows, the process is never this neat. Desirable programs may not be feasible because of the cost factor. Some programs will be instituted because funding is available. Nevertheless, cost estimates must be made and funding sources exploited.

In the event it is decided that urban involvement is peripheral to the institution's basic functions, urban-related programs are likely to be added only as specific outside funds become available. If, on the other hand, decision is made that urban involvement is a legitimate and basic function of the institution, provision for funding the program must be made in the operating budget. It is important that public institutions include and justify provisions for urban involvement in their requests for appropriations.

Other sources of funds to be explored are federal, state, and local governments, foundations, and the business community. The institution should make an especial effort to enlist support for its urban affairs program from local business firms and local foundations.

Outcomes

The purpose of the self-study is to examine all facets of the institution's involvement in urban affairs and to arrive at decisions about current and future programs. In all probability, a number of decisions will have been made and implemented during the

course of the study. Without doubt there will be many unresolved issues and many disagreements about the institution's urban thrust. The decision-making process will vary, depending upon the style of the institution and the nature of the program. Some programs, such as provision for a course or the upgrading of library holdings, may be accomplished by a single department or individual; others, such as the organization of a center for urban affairs or provision for capital improvements, will require approval by the governing board and, in public institutions, by public officials and agencies. It is certain that some programs must await funding by governmental or private sources.

Because of these combinations and permutations, each institution will have to make a decision about how the self-study is to be summarized and disseminated. To the extent possible, the final report should include the rationale for urban involvement, the institution's current program, and the proposed future program including costs and timetables.

It is recommended that especial attention be given to aspects of the urban affairs program which can be instituted immediately and without appreciable financial outlay. To cite a few examples: urban courses can be organized; prospective faculty members with urban interests can be employed to fill vacancies; conferences relating to urban problems can be sponsored; programs for upgrading the employees of city and other urban agencies can be developed; institutional aspects of race and class discrimination can be eliminated; voluntary student participation in urban concerns can be encouraged; the department of business administration can render services to small businesses; the department of education can develop cooperative relationships with school systems; cultural programs designed for community participation can be sponsored; and numerous programs utilizing federal and other outside funds can be initiated.

The self-study will not in itself provide a vital urban affairs program. To achieve this end, an institutional determination to improve the quality of urban life, an institutional willingness to break with tradition and become increasingly relevant to community needs, and the dedicated application of the institution's human and physical resources will be required.

A Summary Check List for Institutional Self-Study of Involvement in Urban Affairs

Consideration has been given to the following aspects of planning the self-study:

- ☐ The chief executive has exercised leadership.
- ☐ A favorable campus climate has been established.
- ☐ An inventory of the current urban program has been prepared and distributed.
- ☐ The chief executive has initiated the study by a formal call to action.
- ☐ Provision has been made for the participation of faculty members, administrative officers, students, city government, and community representatives.
- ☐ The study has been adequately organized, with provision made for effective leadership, committees and task forces, and budget.
- ☐ A reasonable and definite target date for completion of the study has been established.
- ☐ The scope of the study has been delimited to keep it in reasonable bounds.

Consideration has been given in the self-study to the following aspects of urban involvement:

Objectives

- ☐ The institutional objectives, to assure that the urban affairs program is conducted within a conceptual framework.
- ☐ The relationship of the urban-related objectives to instruction, research, and community service.

Organization and Administration

- ☐ The scope of the urban affairs program, whether an institutionwide thrust or limited to organized centers.
- ☐ The roles of all departments and divisions: academic departments, student services, administrative divisions.
- ☐ Provision for top-echelon administrative direction and coordination of the program.
- ☐ The feasibility and functions of separately organized institutes or centers.
- ☐ Provision for the urban poor, blacks, and other minority ethnic groups, including recruitment, admissions, financial aid, counseling, compensatory education, ethnic studies, housing, social relations.
- ☐ The identification of institutional practices which reflect racism.
- ☐ Provision for blacks and other minority ethnic groups to share in decision making.
- ☐ The appointment of blacks and other minority ethnic groups to faculty, administrative, and staff positions.

Curriculum and Instruction

- ☐ The need for general education to prepare students for an urban culture.
- ☐ The role of each academic department in urban involvement.
- ☐ The need for urban-related courses in existing undergraduate and graduate major sequences, such as education, government, home economics.
- ☐ The need for new undergraduate and graduate major sequences, such as law enforcement, social welfare, public administration, preparation of paraprofessionals.
- ☐ The role of the continuing education or extension program.
- ☐ Compensatory, remedial, or developmental experiences.
- ☐ The adaptation of instructional procedures, such as community participation, work-study, internships.
- ☐ The identification of faculty and staff members with urban expertise.
- ☐ The utilization in instruction of individuals in the community who may or may not meet existing criteria for faculty appointments.

Community Involvement

- ☐ The identification of the communities served, by geographical location and by function.
- ☐ The nature of current community relations.
- ☐ Relationships with agencies and organizations engaged in community activities.

- ☐ The scope of community involvement.
- ☐ The types of community involvement such as conferences, cultural and athletic programs, satellite centers, student participation, small business services, legal services, health centers.
- ☐ Constructive participation by students and student organizations.
- ☐ The roles of individual faculty and staff members as consultants and advisers to urban agencies and organizations.
- ☐ The utilization of the media—newspapers, television, radio.

The Institution as a Corporation

- ☐ The role of the institution as a corporation, including the recruitment and promotion of members of ethnic minorities, off-campus housing of faculty and staff, campus expansion and design, utilization and support of business enterprises of ethnic minorities, utilization of city services.

Research

- ☐ The role and scope of urban research.
- ☐ The faculty rewards system as related to urban participation and research.
- ☐ Provision for interdisciplinary research.
- ☐ Cooperation with other colleges and universities and public and private social agencies in research, instruction, and community service.
- ☐ Relationships with city and county government executives and agencies; with public and parochial school systems.

- ☐ The utilization of institutional research funds.
- ☐ The utilization of federal and foundation grants for research.

Facilities

- ☐ Facilities, on campus and off campus.
- ☐ The upgrading of library and educational media resources.

Costs

- ☐ Program costs.
- ☐ The identification of aspects of the programs which can be instituted at little cost.
- ☐ Financial resources and support: institutional, governmental, and philanthropic.

Other

- ☐ Time schedules for implementation.
- ☐ Distribution of the report.

READINGS

There is a voluminous literature on the urban involvement of colleges and universities, including books, proceedings of conferences, and articles. The following books, which are generally available, provide a helpful overview. More extensive bibliographies are listed among the titles below.

Colmen, Joseph G., and Wheeler, Barbara A. (eds.). *Human Uses of the University*. New York: Praeger, 1970. 327 pp. \$15.00.

The most extensive self-study of the development of the provision for curricula in urban and ethnic studies that has been made by any university. Although designed specifically for Columbia University, the procedure and content have general applicability. Includes chapters relating to trends in urban studies and trends in experiential learning programs.

Directory of Urban Research Centers. 2d ed. Washington: Urban Institute, 1971, in press.

A directory of urban research centers in approximately three hundred colleges and universities, with brief descriptions of their activities.

Fritschler, A. Lee; Harman, B. Douglas; and Ross, Bernard H. *Urban Affairs Bibliography: A Guide to Literature in the Field*. Washington: School of Government and Public Administration, American University, 1970. Mimeographed. 94 pp. \$2.00.

Perhaps the most extensive bibliography in the field. Especially helpful in identifying some of the parameters of the urban field. Entries are not annotated.

Klotsche, J. Martin. *The Urban University and the Future of Our Cities*. New York: Harper & Row, 1966. 149 pp. \$4.50.

Highlights the role of the urban university.

Myerson, Martin (ed.). *The Conscience of the City*. New York: George Braziller, Inc., 1970. \$6.00.

An overview of urban problems and the future of American cities. Originally appeared in large part in *Daedalus*, Fall 1968.

Summer, David E. *Urban Universities and the City*. Washington: ERIC Clearinghouse on Higher Education, April 1970. 9 pp.

An annotated bibliography of 37 books and articles. Also includes a brief overview of the relationship of institutions of higher education to cities.